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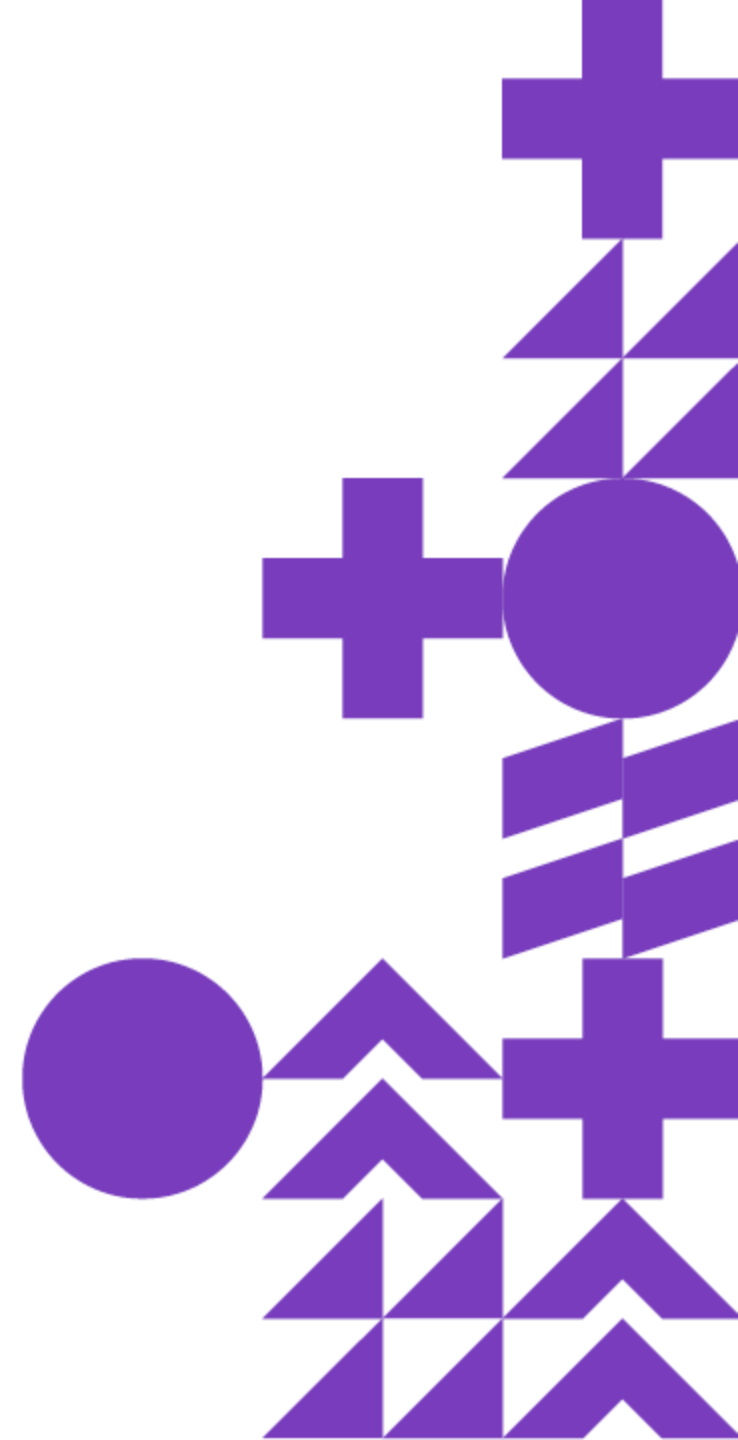
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Institute of Education Development Day 11th July 2019

Developing Research
across an ITE
Programme





Research Literacy

The difference between:

the ability to complete a small scale research project and present your findings in a standard form

the ability to engage with research evidence (articles, reports, etc.), to make an informed judgement about that evidence, and apply that judgement to your professional practice

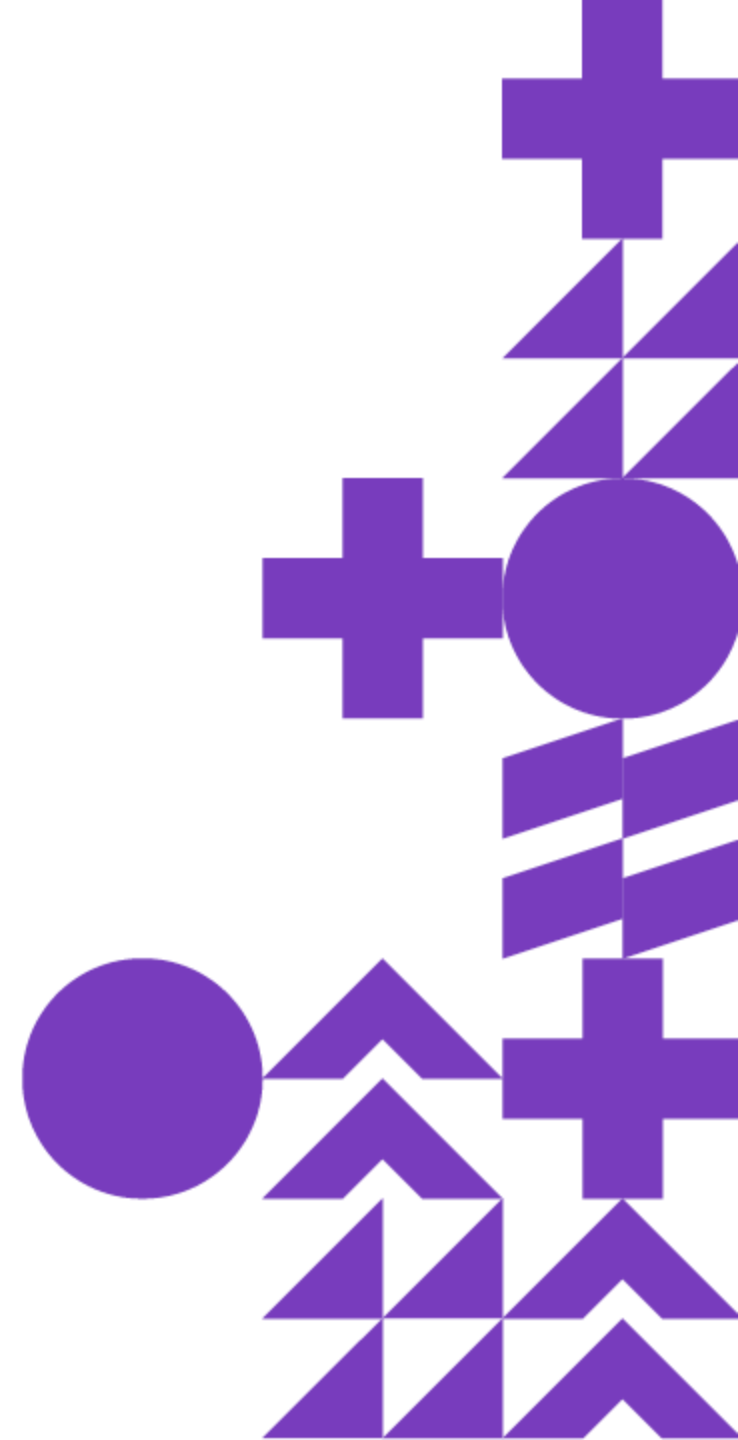
the ability to reflect on professional practice, to recognise the need to research that practice, and carry out that research as a practitioner with the intention of improving the teaching, learning and assessment in your classroom



The extended professional:

...the outstanding characteristic of the extended professional is a capacity for autonomous professional self-development through systematic self-study, through the study of the work of other teachers, and through the testing of ideas by classroom research procedures.

Stenhouse, L (1975) *An Introduction to Curriculum Research and Development* London: Heinemann



Aspirations, etc...

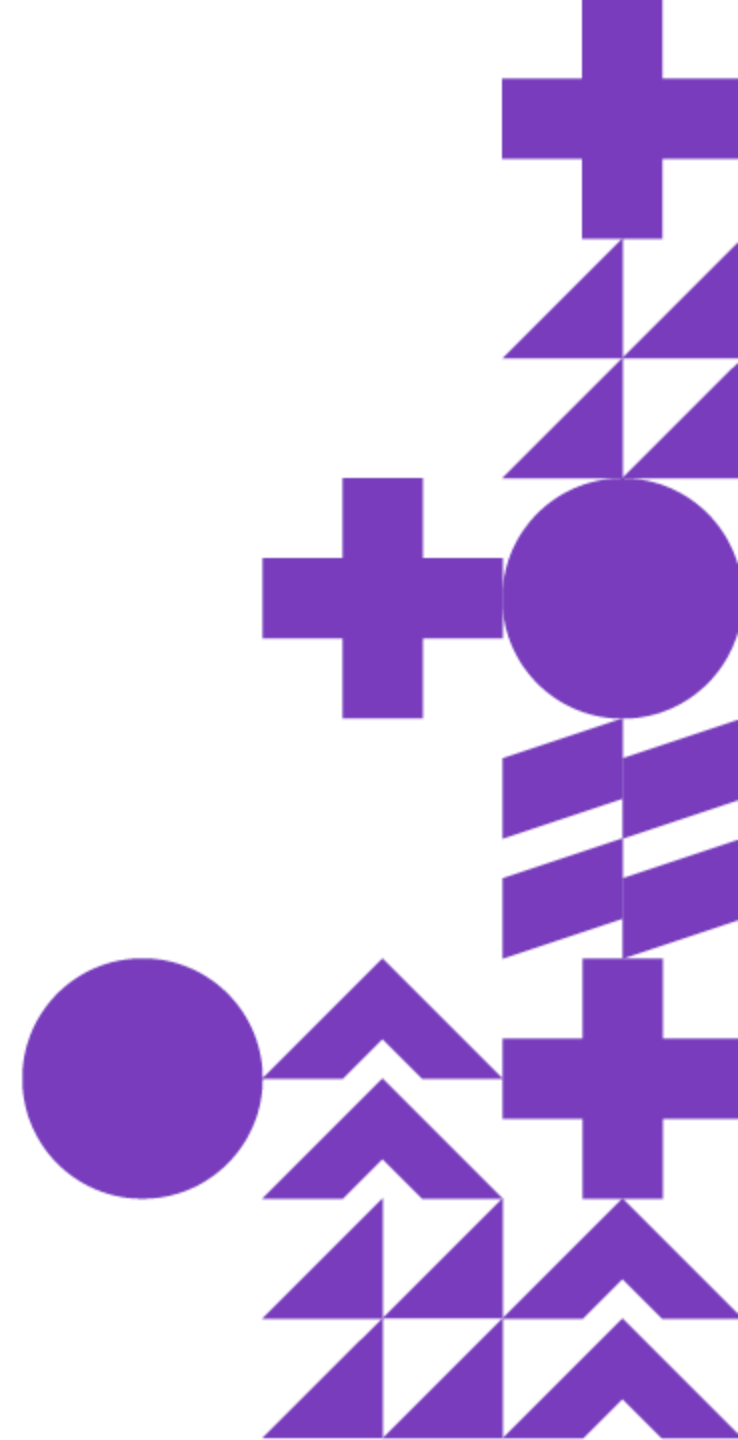
Knowing What	vs	Knowing How
surface	vs	deep
product	vs	process

Recognising need for, and enacting, a balance between these positions, whilst steadily moving from KW to KH. KH requires solid foundation of KW (balance between theory and practice)

Graduate Attributes (such as reasoning, creativity, ethical practice, teamworking, collaboration) – are slow growing and need a complex environment, an *ethos* – a particular climate, a sequence of role models - in which to develop (Knight, 2006)

Evidence supports the position that graduate skills or attributes are best taught in *embedded* courses (Barrie, 2004)

Nb: Outputs; ECER/TEAN Papers; Article Reviewers; Conference Mentors; Editorship BJSE



Thanks to Pete... Programme ILOs for CA

To produce qualified Primary (5-11) University of Cumbria teachers who:

know how to shape their own learning through *active research*;

challenge, critique and debate matters pertaining to education, pedagogy
and inclusion

are inspired and equipped to engage in *post-graduate study*



Programme map

	Open Day, Interview, AVD	Welcome Week	Level 4	Level 5	Level 6	Level 7	Post UoC
Research Literacy (RL)	BJSE		INCC 4011: Journal Articles Research Tasks	ESTC 5020: Conference Paper	INCC 6020: Dissertation	INCC 7001: Portfolio [research]	Publication (SM) MA (3 FT MA Students)
Academic Literacy (AL)			INCC 4011: Written assignment	ESTC 5020: Formative Essays	INCC 6020: Dissertation	INCC 7001: Portfolio [all aspects]	Publication (SM)
Reflection (R)	Debate	Group Presentation	INCC 4011: Reflective Log (INCC 5011)	ESTC 5020: Tutorials Assessment	INCC 6020:	INCC 7001: Portfolio [Personal perspective]	
Autonomous Learner (AuLe)	Presentation / mini-teach	Individual Presentation	INCC 4011: (emergent)	ESTC 5020: Poster Conference	INCC 6020: Dissertation	INCC 7001: Portfolio [all aspects]	Publication (SM)

NB: 22 students; 5 @ 1; 16 @ 2.1

Programme Outcomes (selected)

Communicate effectively [AL] using appropriate specialist vocabulary and collaborate professionally as part of a team

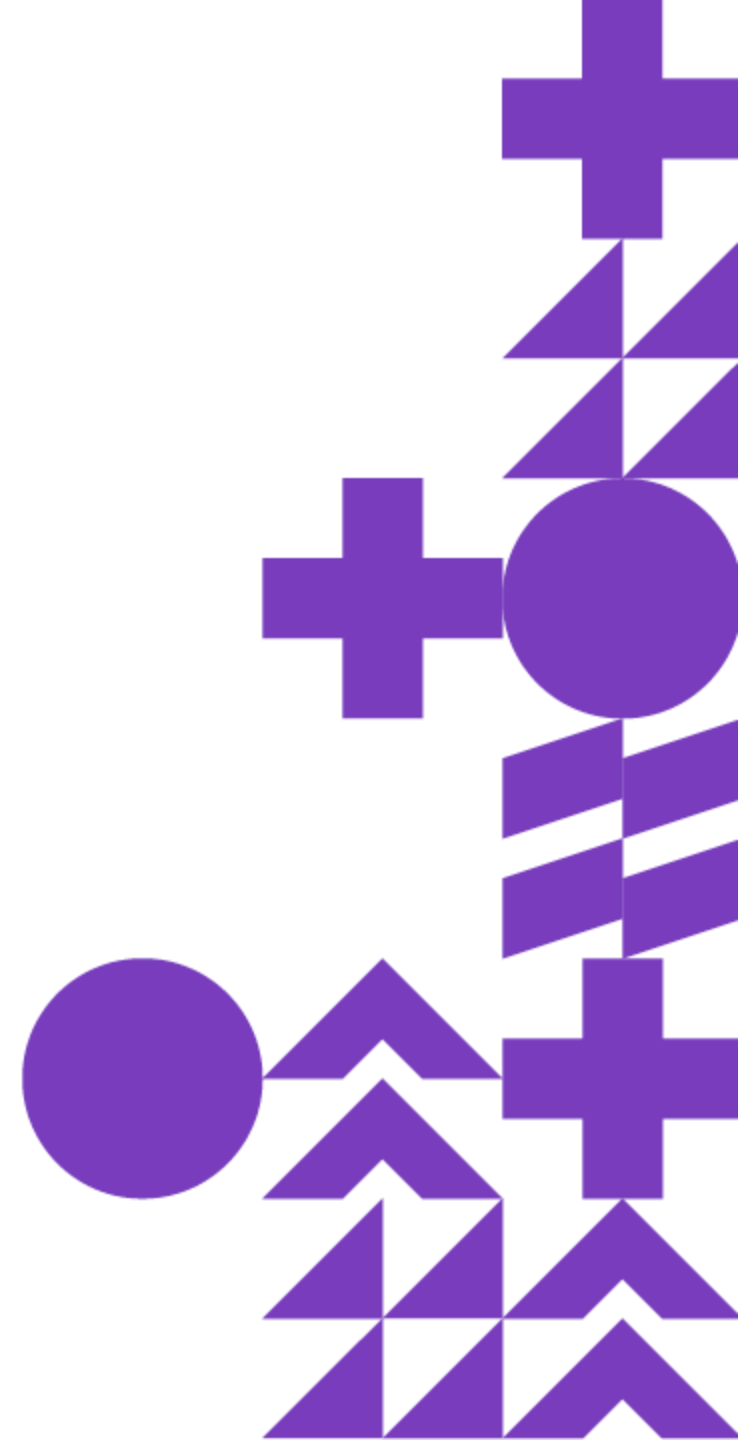
Select materials from a range of appropriate primary and secondary sources, including theoretical and research-based evidence [RL]

Reflect on and evaluate personal experiences [R]

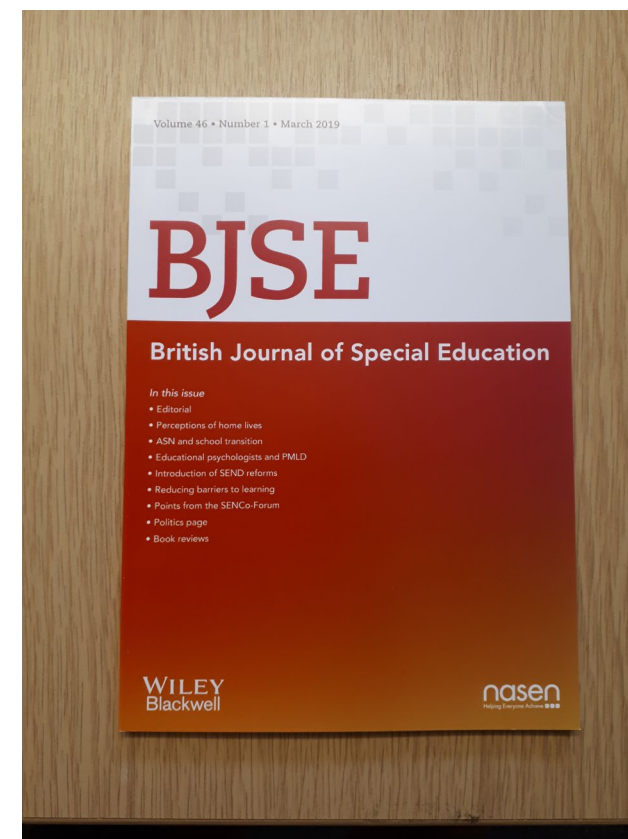
Be creative, innovative and willing to take risks in a learning and teaching context [AuLe]

Be able to make links between the critical study of research [RL] and its application to the classroom

The capacity to critically analyse relevant concepts, theories and issues in a systematic way to present and justify a chosen position [AL]







INCC 4011: Barriers to Learning

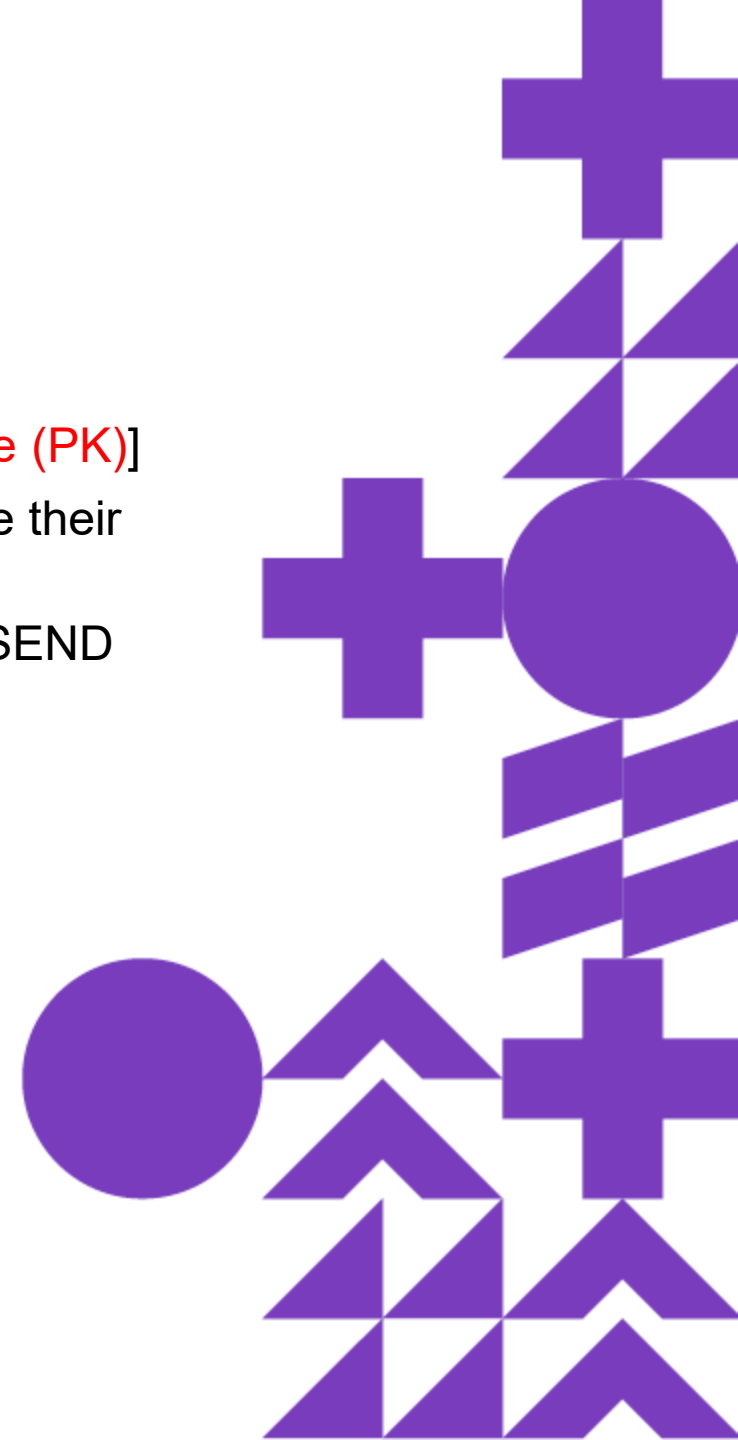
ILOs: you will be able to:

- identify and analyse the main barriers to learning for children in the areas of Communication and Learning, and Sensory and Physical [**Procedural Knowledge (PK)**]
- evaluate the strategies and skills that may be used to enable a child to overcome their barriers to learning [**Professional Skills (PS)**]
- demonstrate an understanding of the possible tensions between inclusion, and SEND practice [**PK, PS**]
- engage with theories of reflection [**R**]

Assessment:

Reflective Log [**R**]; 2000 words equivalent; 40%

Written Assignment [**AL**]; 2500 words; 60%



ESTC 5020: Developing Teaching Studies

ILOs: you will be able to:

articulate and debate the contested nature of inclusion, going beyond special educational needs and disability [**tutorials [AL]**, **essays (6)[AL]**, **conference [RL]**]

evaluate the implications of inclusion and/or exclusion in a range of arenas beyond the school [**essays (6)[AL]**, **small scale research [RL]**, **reflection [R]**]

demonstrate a generally critical approach towards the impact of the concept of inclusion on children, classrooms and education settings [**posters [RL/AL]**, **paper [RL/AL]**, **conference [RL]**]

Summative Assessment:

Individual Poster **presentation [PS]**/**reflection [R]**; 1250 words equivalent; 40%

Group Conference **presentation [PS]**/**paper [AL]**; 2500 words equivalent; 60%

Modelling: Tutor led Conference, Personal Research, Tutorials

Additional Skills: collaboration, responsibility, resilience [**AuLe]**



INCC 6020: Dissertation

ILOs: you will be able to:

Critically read, evaluate and integrate relevant literature into a research project [AL, AuLe, RL]

Justify the selection of methodology, methods and materials used in the research, and demonstrate the ethical basis for the decision making necessary in work such as this [RL, AuLe]

Present the research findings in a clear and concise manner that is appropriate to the research topic [AL, RL, AuLe]

Critically evaluate the methodology used, interpret the research findings and relate the study to education theory and practice [RL, AuLe, R(?), PS]

Draw sound conclusions from the research and indicate areas where extensions of research are desirable [RL, AL, AuLe, R]

Assessment: (aiming for publishable standard)

Dissertation: 10000 words

